Worm Posters Presentation and Worm Box Lesson Plan
To be taught on Friday January 31, for 5th grade Ecology Club

Enduring Understanding:
Experience in giving presentations in order to teach others. Learning effective public speaking skills. Working in groups to create a project and to teach others. A preliminary understanding of waste and recycling and how composting is a part of this.

Lesson Focus:
(What aspect of the “bigger picture” does this lesson address?)
Effective presentation and teaching techniques.
Experience in giving presentations to teach the rest of the class information pertinent to what we are studying and working with.
Small group work to learn about the topic, make a visual aid, and present to the class.
Worms and other decomposers, taking care of a worm box, waste and recycling, composting.

Maine State Learning Result:
English and Language Arts; Stylistic and rhetorical aspects of writing and speaking. students will:
- Write pieces and deliver oral presentations that use structures appropriate to audience and purpose.
- Write essays and deliver oral presentations which identify a clear topic and reliably support that topic.
- Write and deliver oral presentations that achieve distinct purposes (e.g., to summarize, to narrate, to inform, to explain).
- Deliver oral presentations that use a variety of strategies of address (e.g., eye contact, hand gestures, voice modulation, changes of rhythm).
Science and Technology; Ecology and Communication. Students will:
- Describe various mechanisms found in the natural world for transporting living and non-living matter and the results of such movements. (for this lesson, decomposition)
- Evaluate individual and group communication for clarity, and work to improve communication
- Identify and perform roles necessary to accomplish group tasks.

Question:
What did you learn from giving your presentation? What did you learn from other people’s presentations? How do you take care of a worm box? How does composting work?

Evaluation:
The presentation will be the assessment for their understanding of both the topic they were given and of presentation/teaching skills.
**Method:** The students will have about 20 minutes to continue working on their projects.

1. **Teacher Input:** We will go over effective ways to present to the class such as keeping eye contact and speaking in a clear voice (I think this class has had some good practice at this – when I observed one day they were presenting games they had made, and Mr. Mazerolle videotaped them). The presentations should be geared to the idea of practice teaching for when they will be teaching the 1st graders. We could even ask them how they will know that other kids in the class have understood what they are teaching about…

2. **Teacher Input & Guided Practice:** As the groups are working to prepare their presentations, we’ll go around and check in with each group and talk with them about how they are planning to present.

3. **Independent Practice:** The groups will work together to make their visual aid and to decide how they are going to present the information to the class. Our plan is to bring the worm box in and introduce them to it at the end of class. When we bring it in it’s important that we go over how to take care of it (with the help from the students who presented on this). Will we have enough time during this hour for them to finish the presentations, go over presentation skills, give the presentations, and introduce the worm box? I can e-mail Marc to ask him if we can go until 3pm – that might make it possible to do all of this.

**Materials:**
- Posters begun last week
- Markers (in classroom)
- Worm box (worms, soil, vegetable peelings – not fruit rinds because that can attract fruit flies)

**Words to define:** Students will be defining words in their presentations. Macroorganisms and microorganisms – key words to know when dealing with compost.

**Engagement & Sustained Inquiry:** We’ve given them some structure, but they get to creatively work things out on their own. Hopefully this will encourage them to be more interested in the subjects they are finding out about. In one way or another, most of the students are excited about making their posters, and giving a presentation gives them a chance to share what they’ve made and learned.